Leaning walk, 4/26/2010 with MKV and Jenn

Jenkins – no critical questions or agenda; chemistry notes on board

Teacher – at desk answering questions initially; moved around room after we entered;

Students – working on study guide which involved definitions and problems; some students were on task, some weren’t. Teacher was unaware of off task students while he was at his desk. Students became more on task after we entered.

Sullivan – critical questions on board.

Teacher – presenting genotypes via ppt; good wait time; connected to real world via genetic counselor; good connection, kept students interested and engaged. Open questions asked and students instructed to wait a moment and think about the question.

Students – taking notes, answering questions posed by teacher via Socratic questioning;

Post observation: discussion about open questions to whole class; Jenn and MKV believe it should not be used since it doesn’t give everyone a chance to participate. Once the question is answered the other students lose focus because it is not them involved with the teacher. They suggest think/pair/share would be a better method because then all students are engaged. I stated that even with that method there are students not engaged but they countered that the teacher must tell the students that someone from their group will be selected at random to answer a question so they all need to be prepared. This will cause all students to take the assignment seriously and remain on task.